



# How COVID-19 Changed Placement in Washington

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LAURA SCHUELLER

WASHINGTON SBCTC, STUDENT SUCCESS  
CENTER POLICY ASSOCIATE

# Guided Pathways Vision

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**A system that advances  
racial, social, and economic justice  
by achieving  
equitable student aspiration, access, economic progress  
and goal attainment**

# Land and Labor

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We acknowledge

- the erasure of identities via racist laws that served to segregate,
- the land that was taken from Native People,
- the forced labor that was provided by enslaved Africans and black people,
- that the foundation of our educational system is based in colonialism, racism, and indignity, and
- that our nation continues to profit financially from the exploitation of the descendants of enslaved Africans.

We honor the Indigenous and enslaved peoples' contributions throughout Washington.

We honor and celebrate their resilience.

We commit to creating a future founded on respect and healing by continuing to re-educate ourselves about the histories and experiences of all peoples in our region and by finding ways to foster connections .

# Placement – the idea and the word

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# Early Days – Emergency Response

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## Accuplacer and other Proctored Tests:

- Proctoring via Zoom
- Browser Locking
- Move to unproctored Online Tests

## High School Transcripts

- Screen shots

## “Overrides”

- Individual Conversations via Zoom, phone, email,....

# Moving on From “Just Surviving”

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- Big Idea
- The Measures (testing, high school transcripts, “conversations”, self placement)
- What does efficacy mean?
- What does it mean to be equitable?

# How is the “big idea” of placement changing?

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## Moving:

From not wanting students to fail to wanting students to succeed.

From protecting the curriculum to supporting access.

From prioritizing sorting to prioritizing student belonging.

From summative to formative.

From identifying student gaps to identifying college structures.

From recognizing inequities to centering justice.

# Testing

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- Technology Limitations and Inequities
- Student Frustration (content and process)
- Policing (personal spaces)
- Getting Scores into the System
- Communicating Purpose to Students



# Transcripts

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- Students' Inability to Access
- Meaning of High School Grades
- Capturing Placement Data in Existing Structures
- Communicating with Students (Purpose, Importance, Results)

# Placement By Conversation

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- Sustainable?
- Equitable?
- Capturing Placement Data in Existing Structures
- Students feel heard and are more confident with outcomes
- Opportunity to share opportunities with students

# Self Placement

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- Student agency
- Role of student confidence
- Capturing Placement Data in Existing Structures
- Communicating with Students (Purpose, Importance, Results)

# Efficacy

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~~How did students do in their first math/English course?~~

How many and which students were successful in completing degree math/English in the first year?

How many and which students (including students in transfer pathways) were successful in completing a meaningful credential or meeting their educational goals?

How many and which students (including students in transfer pathways) are employed in family wage jobs or meeting their employment goals?

# Equity

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*Our education reforms will be equitable when it is not possible “to predict mathematics achievement and participation based solely on student characteristics such as race, class, ethnicity, sex, beliefs, and proficiency in the dominant language.”*

**Rochelle Gutierrez**

*“Equity can only occur in schools and in society if we are okay with people getting what they need, even if it seems better or more than what someone else gets. ”*

**Joseph Clark**

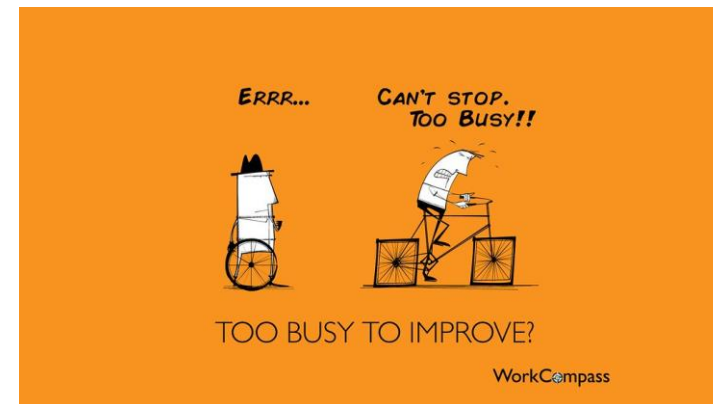
*“We cannot try to fit a desire to achieve equitable outcomes within the current structure. We’ve got to be willing to dismantle those structures and those policies, and rebuild them in a way that supports the success of our students.”*

**Tia McNair**

# Moving Forward...With Urgency

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- Look at your own landscape. Who is succeeding? How do students experience your practices? Think about what has changed in the last 18 months – for the better, for the worse.
- Look at your peer institutions. What can you learn from them?
- Get on a cycle of continuous improvement.



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# Tomorrow....

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**Wednesday, September 15**

**3-4pm**

“Using Multiple Measures” May Not Be Enough